DOCUMENT RESUME

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IDENTIFIERS	*Project MET

ABSTRACT

Project MET (Management for Effective Teaching) is a pilot project that provides effective, practical ways of managing the Fairfax County (Virginia) Public School system's instructional Program of Studies (POS) for elementary school students. This planning booklet is a part of the support kit that is used by teachers as an aid to implementing objectives stated in the POS. The booklet contains: (1) school calendar; (2) map of Fairfax County Public School services; (3) planning reminders for the first month of school; (4) notes form; (5) teacher's daily schedule form; (6) student information form; (7) telephone conference form; (8) grid sheets; (9) workbook record sheet; (10) form for learning center participants; (11) long range planning form; (12) 9-week planning forms; (13) weekly lesson plan forms; (14) daily planning forms; and (15) conference forms. Also included is an outline of children's developmental stages (from the age of 3 through 13), objectives for language arts instruction for kindergarten children, and reading POS objectives for the kindergarten through sixth grades. (JD)

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ED220417

TEACHER PLAN BOOK

MET

Management for Effective Teaching

Project MET (Management for Effective Teaching) is a pilot project that provides effective, practical ways of managing Fairfax County Public Schools' instructional Program of Studies (POS) for students in kindergarten through the sixth grade. Approximately four hundred Fairfax County Public School teachers will field test and assess the products of the Management Support Kit during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisonwide instructional management system. In 1980-81 a Teacher Plan Book was designed, developed and field tested in thirty-six schools. Based on recommendations of teachers and principals in one third of these schools, the Plan Book has been revised. Several alternative black line masters are included to respond to different teacher styles and preferences.

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FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Elementary Education

SP 020 483

TEACHER _____

ROOM _____ GRADE _____

SCHOOL _____

19_____ - 19_____

MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MET

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

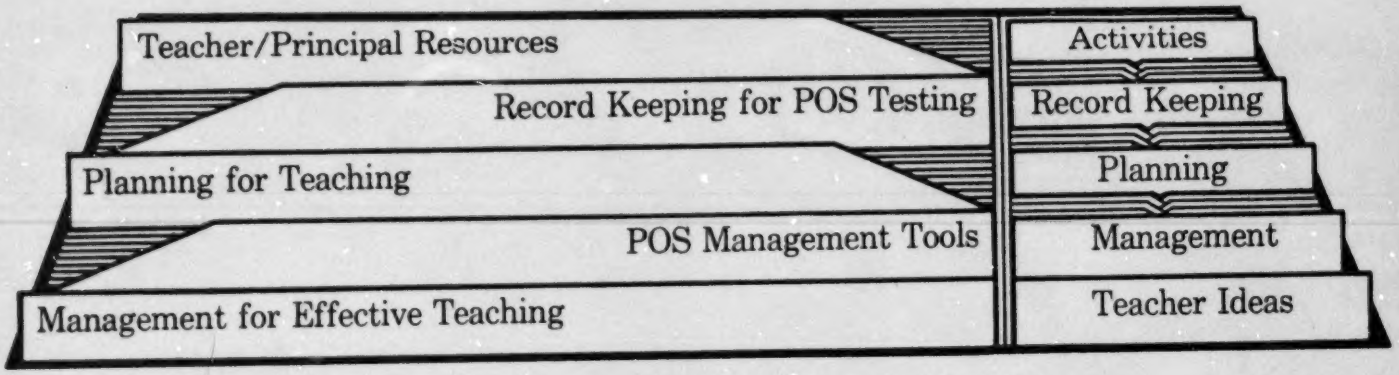
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

Patricia Moore Harbour, Ed.D.
Department of Instructional Services
3705 Crest Avenue
Annandale, VA 22003

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SCHOOL CALENDAR FOR TEACHERS 1982-83

1982	
August 17	200-day teacher scale personnel begin 195-day teacher scale personnel begin
August 24	190-day teacher scale and head start aide personnel begin
August 24, 25, 26	Inservice/Conference Planning Days (Area and Countywide inservice)
August 27	Teacher Workday 187-day teacher aide begin
FIRST GRADING PERIOD	
August 30	School Begins--students report
Spetember 6	HOLIDAY - Labor Day - all personnel
October 11	HOLIDAY - Columbus Day - all personnel
November 4	End of first grading period
November 5, 8	Teacher Workdays
SECOND GRADING PERIOD	
November 9	Second grading period begins
November 25	HOLIDAY - Thanksgiving Day - all personnel
November 26	HOLIDAY - all personnel
December 23-31	HOLIDAYS - Winter Vacation (except 12-month personnel)
December 23, 24	HOLIDAYS - Winter Vacation (12-month personnel, 1/2 day on 23rd)
December 31	HOLIDAY - New Year's Day - all personnel
1983	
January 21	End of second grading period
January 24	Teacher Workday
January 25	Inservice/Conference/Planning Days (Area and Countywide inservice)
THIRD GRADING PERIOD	
January 26	Third grading period begins
February 21	HOLIDAY - George Washington's Birthday - all personnel
March 25	End of third grading period
March 28	Teacher Workday
March 29-April 1	HOLIDAYS - Spring Vacation (except 12-month personnel)
April 1	HOLIDAY - Spring Vacation - all personnel
FOURTH GRADING PERIOD	
April 4	Fourth grading period begins
May 30	HOLIDAY - Memorial Day - all personnel
June 7	Teacher Workday - students do not attend
June 8	Schools Close 187-day teacher aide complete contract 190-day teacher sclae and head start aide personnel complete contract 195-day teacher scale personnel complete contract
June 15	200-day teacher scale personnel complete contract

(Continued on back)

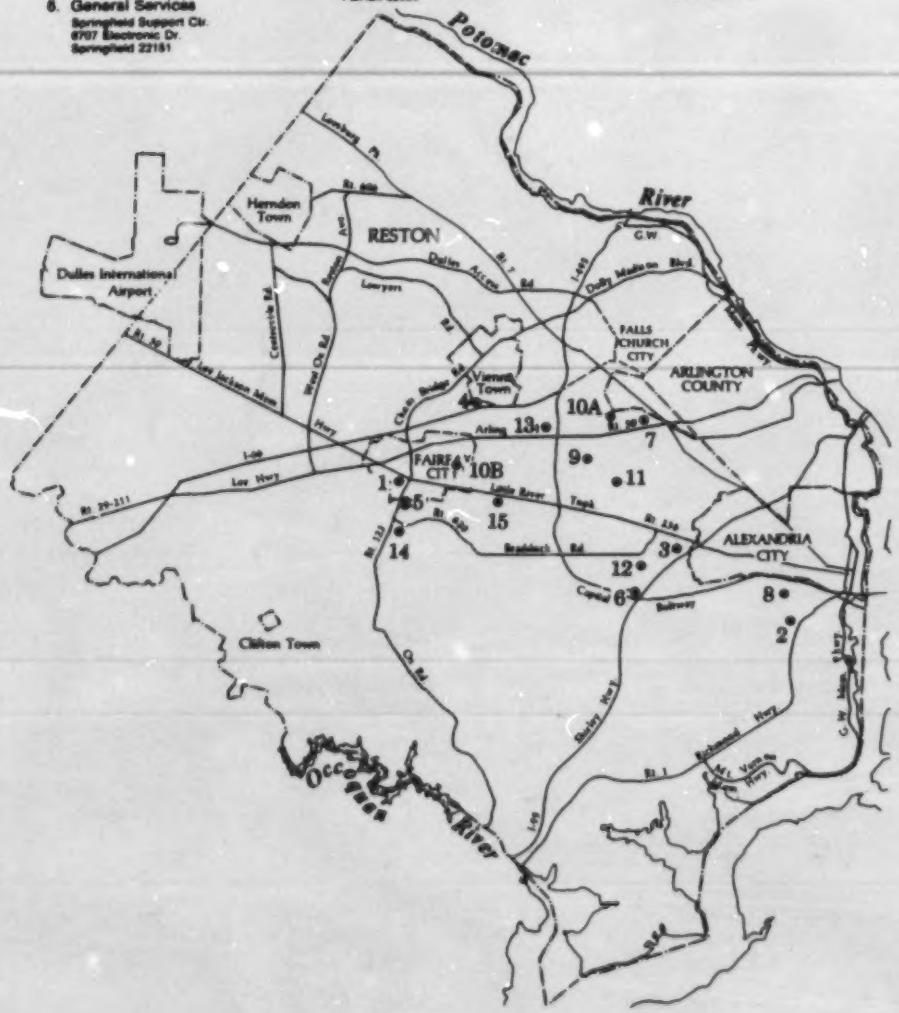
Grading Period	Number of Days			
	Teaching	Inservice	Workdays	Totals
First	47	3	3	53
Second	45	1	1	47
Third	42	0	1	43
Fourth	46	0	1	47
TOTALS	180	4	6	190

Days Missed	School Ends for Students	Last Day of Work for Teachers	Make-Up Day for Students	Make-Up Day for Teachers
1	June 8	June 9	June 7	June 9
2	June 8	June 9	March 28	March 29
3	June 8	June 9	March 29	March 30
4	June 8	June 9	March 30	March 31

CALENDAR NOTES

A MAP OF FAIRFAX COUNTY PUBLIC SCHOOL SERVICES

1. The Administrative Center
   10700 Page Ave.
   Fairfax 22030
2. Area I Admin. Office
   3911 Memorial St.
   Alexandria 22306
3. Area II Admin. Office
   6525 Montrose St.
   Alexandria 22312
4. Area III Admin. Office
   730A Marshall Rd., SW
   Vienna 22180
5. Area IV Admin. Office
   10515 School St.
   Fairfax 22030
6. General Services
   Springfield Support Ctr.
   6707 Electronic Dr.
   Springfield 22151
7. James Lee Media Center
   3855 Annandale Rd.
   Falls Church 22042
8. Planning & Development Svcs.
   Willon Woods
   3701 Franconia Road
   Alexandria 22310
9. Vocational, Adult, & Community Ed.
   Walnut Hill
   7423 Camp Alger Ave.
   Falls Church 22042
10. Student Services & Spec. Ed.
    A. Devonshire
       2631 Graham Rd.
       Falls Church 22042
    B. Belle Willard
       10310 Layton Hall Dr.
       Fairfax 22030
11. Instructional Services
    Mason Hills
    3705 Crest Dr.
    Annandale 22003
12. Personnel Services Center
    6815 Edsall Rd.
    Springfield 22151
13. School Board Room
    Jackson Intermediate
    3020 Gallows Rd.
    Falls Church 22042
14. Sideburn Support Center
    8225 Sideburn Rd.
    Fairfax 22030
15. Woodson House
    9525 Main St.
    Fairfax 22031



PLANNING REMINDERS

FOR THE FIRST MONTH OF SCHOOL

____ 1. Review Standards of Quality, Commitment to Education, and Annual Improvement Plan; identify priorities and incorporate into yearly plans.

____ 2. Study Program of Studies (POS); know format and general content for all curriculum areas; make summary planning notes for year's planning.

____ 3. Understand how POS can be used to differentiate instruction for students with varying needs.

____ 4. Review teacher's guides and highlight POS objectives taught the first month of school. Continue this process throughout the year.

____ 5. Review student textbooks and highlight POS objectives taught the first month of school. Continue this process throughout the year.

____ 6. Review POS reading objectives not covered in basal reading program.

____ 7. Identify subject areas in which sequence and process in textbooks/programs will be followed closely.

____ 8. Examine POS guidelines and objectives as well as available textbooks to generate a number of unit topics.

____ 9. Identify areas of curriculum most easily combined in instructional units.

____ 10. Identify administrative tasks which need to Be done on a routine basis.

a. Plan for bulletin boards and other duties, (i.e., bus, hall).

b. Develop a plan to handle efficiently routine and administrative tasks.

____ 11. Organize and mark calendar for:

Special events
Evaluation by Objectives
Commitment to Education
Weekly and monthly routine tasks
Major topics of inservice activities
Peak work loads--such as report cards, testing dates

____ 12. Develop teaching plan for the first day, week, and month of school.

____ 13. Write weekly and daily schedule and submit to principal.

____ 14. Review POS and plan for classroom climate and socio-emotional development (primary, pp. 205-209; elementary pp. 207-209).

____ 15. Identify important information children or parents need to know during the beginning days of school; develop a plan to meet this need.

____ 16. Plan parent orientation for Back-to-School Night.

____ 17. Project use of instructional aides and volunteer classroom aides.

____ 18. Set up folders for keeping track of:

Student samples
PTA notices/newsletters
Memos
Faculty meetings/notes
Money collected
Audiovisual materials

____ 19. Establish classroom procedures with students.

____ 20. Administer informal and formal assessment instruments (POS tests) to identify each student's working level.

____ 21. Record all informal/formal assessment data for each student.

____ 22. Analyze student test data and make notes to incorporate into planning.

____ 23. Review records to identify information helpful in placing students at instructional levels.

____ 24. Identify pupils who received special services last year (LDR, Reading, Gifted/Talented, Speech, Hearing).

____ 25. Make a special list/folder of information about new students or students for whom action was not taken in previous year.

____ 26. Establish tentative instructional groups in mathematics and reading.

____ 27. Begin instructional review with students.

____ 28. Provide daily opportunities for students to read for information and enjoyment.

____ 29. Start projecting long-range plans for the school year using available data.

____ 30. Finalize plans for the first month of school.

NOTES

Black Lace Manor
May be Reproduced

TEACHER'S DAILY SCHEDULE

5-A

TIME	MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY

_____ Semester

TEACHER'S DAILY SCHEDULE

5-B

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

STUDENT INFORMATION

GRADE	NAME	STUDENT ID	ADDRESS	PHONE	BIRTH-DATE

TELEPHONE CONFERENCES

NAME	DATE	TIME	DISCUSSION

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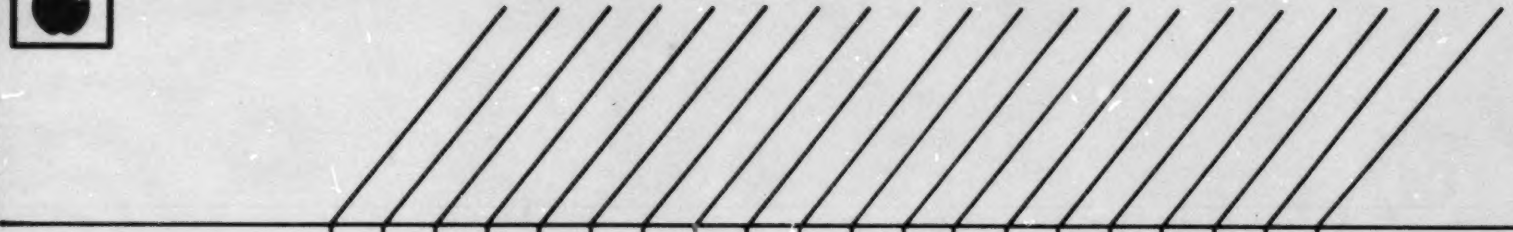
MULTIPLE-USE GRID SHEET

MULTIPLE-USE GRID SHEET

8-B



COMMENTS

1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15
16		16
17		17
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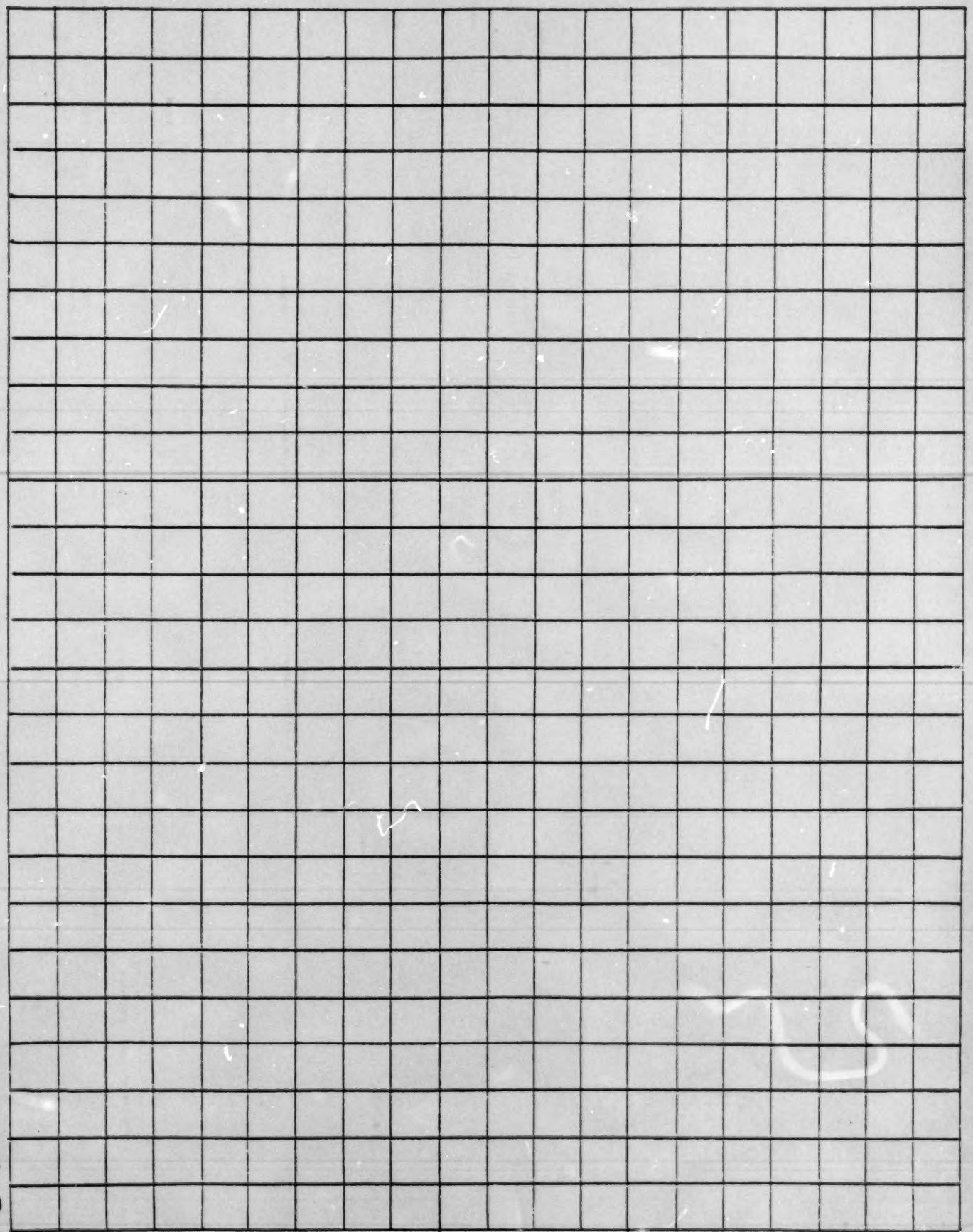
24		24
25		25
26		26



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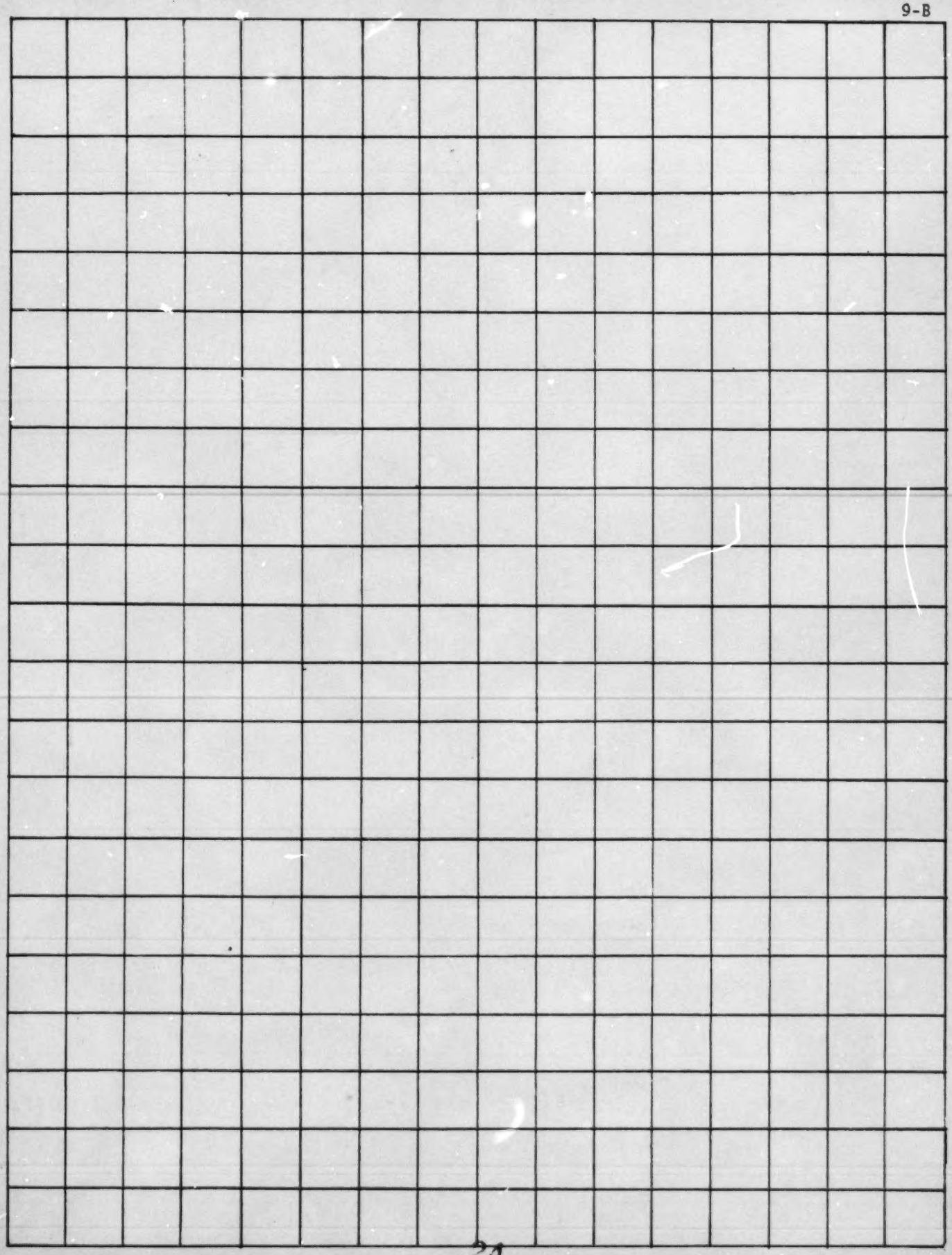

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WORKBOOK RECORD SHEET

NAME _____ SUBJECT _____

PAGE	SCORE	PAGE	SCORE	PAGE	SCORE	PAGE	SCORE
1		26		51		76	
2		27		52		77	
3		28		53		78	
4		29		54		79	
5		30		55		80	
6		31		56		81	
7		32		57		82	
8		33		58		83	
9		34		59		84	
10		35		60		85	
11		36		61		86	
12		37		62		87	
13		38		63		88	
14		39		64		89	
15		40		65		90	
16		41		66		91	
17		42		67		92	
18		43		68		93	
19		44		69		94	
20		45		70		95	
21		46		71		96	
22		47		72		97	
23		48		73		98	
24		49		74		99	
25		50		75		100	

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LEARNING CENTER PARTICIPANTS

SIGN HERE WHEN YOU FINISH	DID YOU ENJOY THE CENTER?	WHAT DID YOU LEARN?

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LONG-RANGE PLANS

CLASS--NOTES	SEPTEMBER	OCTOBER

LONG-RANGE PLANS

NOVEMBER	DECEMBER	JANUARY

LONG-RANGE PLANS

FEBRUARY	MARCH	APRIL

LONG-RANGE PLANS

MAY	JUNE	CLASS--NOTES

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Mathematics					
Science					
Health					
Art					
Music					
P. E.					

Black Line Masters
May Be Reproduced

LONG-RANGE PLANS

12-B
(Part 2)

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Mathematics					
Science					
Health					
Art					
Music					
P. E.					

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LONG-RANGE PLANS

12-C
(Part 1)

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Social Studies					
Reading					
Spelling					
Writing					
Handwriting					

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FEBRUARY	MARCH	APRIL	MAY	JUNE	
					Social Studies
					Reading
					Spelling
					Writing
					Handwriting

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IDEAS FOR ENRICHMENT PROJECTS

Sept.	Oct.	Nov.
Dec.	**Jan.**	**Feb.**
March	**April**	**May**
June	**Future Suggestions/Reminders**	

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_____Quarter

NINE-WEEK PLANS

Black Line Master
May be Reproduced

_____Quarter

NINE-WEEK PLANS

Skills	Content

_____Quarter

NINE-WEEK PLANS

SKILLS

UNITS

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_____Quarter

NINE-WEEK PLANS

WEEK OF _____

15-A
(Part 1)

MONDAY	TUESDAY	WEDNESDAY

THURSDAY	FRIDAY	REMINDERS

WEEK OF _____

MONDAY	TUESDAY	WEDNESDAY

WEEKLY LESSON PLANS

THURSDAY	FRIDAY	REMINDERS

WEEK OF _____

15-C
(Part 1)

MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

Black Line Master
May be Reproduced

WEEK OF _____

SUBJECTS

15-D
(Part 1)

MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

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WEEKLY LESSON PLANS

15-D
(Part 2)

SUBJECTS

NOTES

WEEK OF _____

15-E
(Part 1)

CLASS & TIME	NOTES	MONDAY	TUESDAY

WEEKLY LESSON PLAN

15-E
(Part 2)

WEDNESDAY	THURSDAY	FRIDAY

DAILY PLANNING

DATE _____

SUBJECT _____	SUBJECT _____
POS Objective(s)	POS Objective(s)
Activities	Activities

Advance Preparation

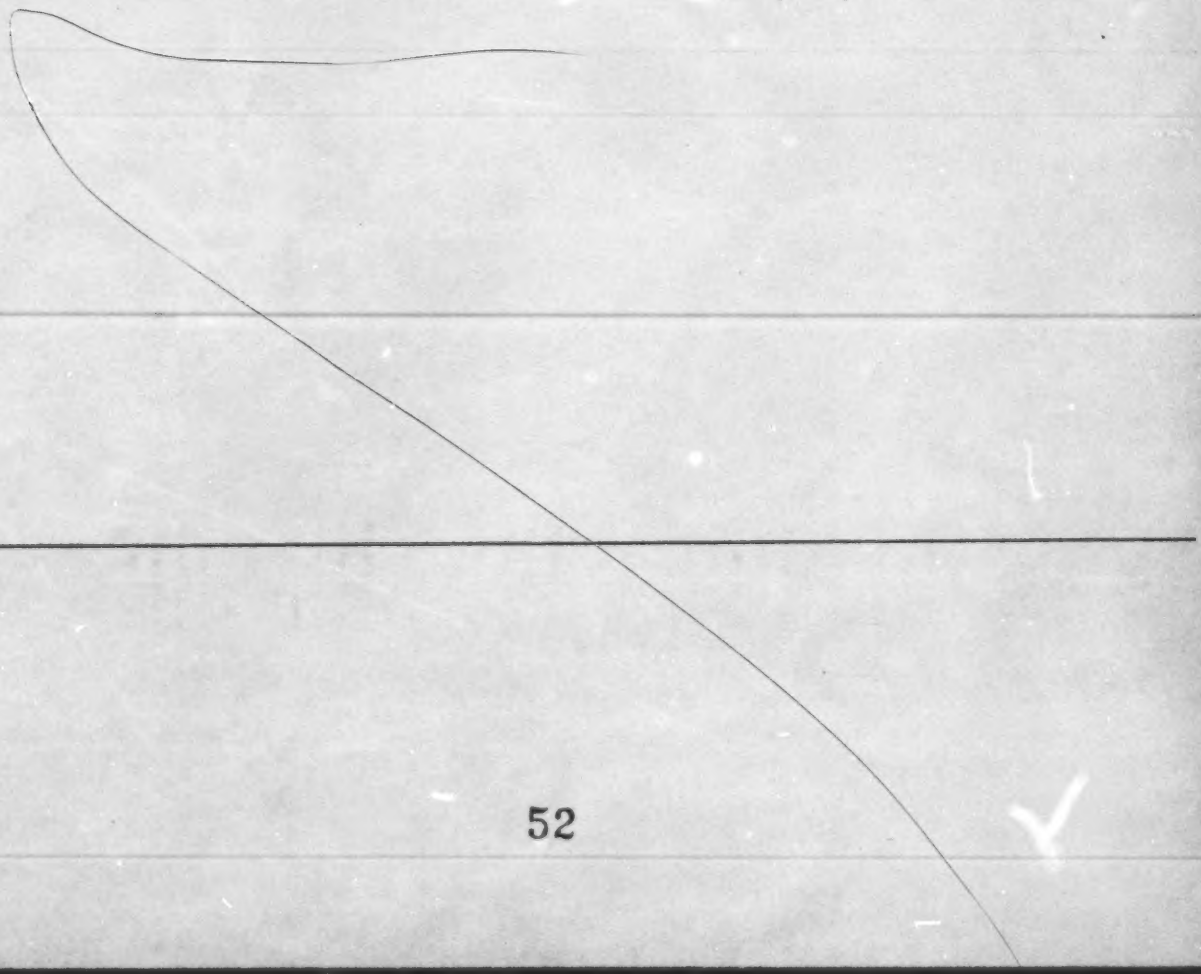
DAILY PLANNING

DATE _____

Process Objectives

Content Objectives

Strategy



Evaluation

DAILY PLANNING
STARR FORMAT

S - Subject

T - Type of Lesson

A - Activities

R - Resources

R - Results (Evaluation of Lesson)

POS 16-D

TEACHING-LEARNING ACTIVITIES

REFERENCES
RESOURCES

_____
(Student's Name)

Dear _____:

You have been scheduled for a parent-teacher conference at _____ on _____. If you are unable to attend a conference at this time, please contact me for a satisfactory conference date.

_____
(Teacher)

Conferences are held in the interest of your child's growth and development. For an effective and productive conference the cooperation of parent and teacher is required. The list of questions below is one means by which together we may find common areas of concern in preparing for a constructive conference.

1. Is my child cooperative in class?
2. Is my child courteous?
3. Does my child take care of his or her possessions?
4. Does my child observe safety rules?
5. Is my child able to follow directions accurately?
6. Does my child display initiative?
7. Does my child appear self-confident?
8. Is my child friendly with other children?
9. Does my child appear to have normal vitality?
10. Does my child use time wisely?
11. What are my child's main interests?
12. Is my child's attention satisfactory?
13. In what areas does my child show the greatest progress?
14. In what areas does my child need to improve?

- -

I will _____ will not _____ be able to attend a conference at _____ on _____ with _____.
(Teacher)

_____
(Signature of Parent)

*This form, used by Lakeview Public Schools, St. Clair Shores, Michigan, lists several questions to guide the parent-teacher conference. The questions need not be fixed. Faculties may rewrite questions based on the local school situation.

Teacher Form For School Conference

Name _____ Date _____

School _____ Grade _____

Teacher _____

Student Strengths Observed by Teacher:

Student Needs Observed by Teacher:

Suggestions for Action (to be completed at time of conference):

Home Setting:

School Setting:

Teacher: Please complete form prior to scheduled conference.

- -

Student Form For School Conference

Name _____ Date _____

School _____ Grade _____

Teacher _____

My Strengths:

My Needs:

Home Plans:

School Plans:

Pupil: Please complete form prior to scheduled parent-teacher conference.

- -

Parent Form For School Conference

Name of Child _____ Date _____

Name of Parents _____ Grade _____

Student Strengths Observed at Home by Parent:

Student Needs Observed at Home by Parent:

Suggestions for Action (to be completed at time of conference):

Home Setting:

School Setting:

Parent: Please complete form prior to scheduled conference. Bring to conference (optional).

Conference Form C*

Teacher's Name _____ Date _____

Student's Name _____ Grade _____

Reason for Conference _____

Persons Present _____

Decisions/Plans:

Student will _____

_____

Parent will _____

_____

Teacher will _____

_____

_____

Further consultations? _____ Date _____

*These two forms (B and C) were developed by the Pupil Services Division and can be found in Reporting to Parents, Fairfax County Public Schools, 1977

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN*

3-4 Years

- Works and plays with other children
  - Has short-lived friendships
  - Engages in parallel play with beginning of cooperative play (boys and girls play together)
  - Begins to feel concern for others' feelings; is aware of attitudes of peers
  - Enjoys new people and experiences
  - Is aware of racial differences
  - May have imaginary playmates
- Prepares for school
  - Needs positive preschool experiences
- Develops emotionally
  - Begins to exert self-control; can tolerate some frustrations
  - Becomes more flexible and accepting of alternatives
  - Likes surprises and unusual stimuli
  - Begins to show a sense of humor
  - Requires adult support in developing autonomy
  - Needs to give and receive overt affection
  - Fears the dark, being left alone, strange situations
- Develops a sense of values
  - Learns values and roles from available adult models
  - Begins to learn to distinguish between right and wrong
  - Begins to learn to separate from parents and function independently
- Develops a sense of self
  - Is aware of self as a separate person, and contrasts self with others
  - Has strong preferences
  - Shows pride in achievement
  - Begins to understand concept of ownership
  - Is aware of sex differences
  - Desires independence and is capable of some independent activity
  - Explores, approaching each new experience as a challenge

3-4 Years

- Begins to develop thinking skills
  - Makes little differentiation of fantasy from reality
  - Has short attention span
  - Can name many objects; groups objects which look alike or have similar functions
  - May use numbers without understanding concept of quantity
  - Makes judgments hastily, with many mistakes
  - Can make a choice between two alternatives
  - Relates recent experiences with some understanding of sequence
  - Can follow instructions if not more than two ideas are involved
  - May have limited recall
  - More likely remembers emotionally significant events
- Begins to develop language skills
  - May differ from others in language usage; is more fluent if accepted
  - Uses some functional abstract words (for example; up, down, now)
  - Increases vocabulary at a rapid pace; enjoys talking, can say full name
  - Uses 4-6 word sentences with advancing sentence structure
  - Begins to use words to express feelings
  - Makes frequent repetitions of sounds and words
- Develops physically
  - Gains increasing skill in large muscle coordination (girls ahead of boys)
  - Needs opportunities and independence for physical activity and exploration
  - Increases in speed, coordination, and motor skills
  - Has high physical energy level
  - Dresses and undresses self
  - Walks up and down stairs—alternating feet each step

*Based upon the ASCD chart, "Developmental Characteristics of Children and Youth."

5-7 Years

- Works and plays with other children
  - Respects others' options
  - Responds well to criticism
  - Has friends
  - Handles short-lived quarrels well
  - Shares and takes turns
  - Participates in organized games requiring coordinated efforts
  - Begins to conform to peer standards while still seeking adult guidance
- Adjusts to school
  - Seeks teacher affection and approval
  - Has positive attitudes toward learning
  - Participates eagerly in school experiences
  - Responds to teacher's social attitudes and values
- Develops emotionally
  - Expresses feelings freely (often to extreme form)
  - Accepts separation from parents
  - Needs adult reassurance of competence and basic worth
  - Begins to inhibit aggression
  - Needs assurance of being loved
  - Expresses a sense of humor (riddles, practical jokes, and nonsense words)
- Develops a sense of values
  - Has a sense of duty and accomplishment
  - Shows evidence of conscience
  - Accepts rules, but does not understand principles behind them
- Develops a sense of self
  - Clarifies differences between adults' and children's worlds
  - Achieves independence in physical self care
  - Gains practical knowledge necessary for everyday living
  - Explores for a purpose
  - Learns to forego immediate reward for delayed gratification

5-7 Years

- Develops thinking skills
  - Differentiates more clearly between fantasy and reality
  - Shows lengthened attention span; has ability to shift attention
  - Has concepts which are largely functional
  - Orders objects by dimension of size and quantity
  - Has good memory for concrete sequences (memory for information enhanced when information is presented in a meaningful context)
  - Applies more thought to judgments and decisions
- Develops language skills
  - Learns that words and pictures represent real objects
  - Relates tales of present and past events
  - Has vocabulary comprehension that is mostly concrete (words represent objects and activities)
  - Understands language better than uses language
  - May use language aggressively
  - Verbalizes similarities and analogies
- Develops physically (girls usually ahead of boys)
  - Shows evidence of small muscle and eye-hand coordination
  - Becomes increasingly skillful in handling tools and materials
  - Can draw a recognizable human figure
  - Has a continued high-energy level
  - Masters physical skills necessary for game playing
  - Is ready for beginning reading
  - Places importance upon physical skills in influencing status among peers and in developing a positive self-concept

8-10 Years

- Works and plays with other children
  - Is concerned with peer-imposed rules (rules which may be shifting)
  - Shares with peers sexual information and misinformation
  - Competes with others, sometimes with considerable boasting

8-10 Years

- Has frequent quarrels (as a result of antagonism between boys and girls)
- Forms cliques of the same sex
- Expends extreme energy in physical game playing, particularly with peers of the same sex
- Becomes interested in hobbies
- Is influenced by peer groups

Becomes more adjusted to school

- May have difficulty in handling failure experiences (as a result of heightened competitiveness in school activities)
- Shows continuing need for teacher approval and affection
- Is increasingly able and interested in assuming responsibilities

Develops emotionally

- Reacts to feelings of others positively and/or negatively
- Is sensitive to criticism and ridicule
- Seeks a warm, friendly relationship with adults
- Shows evidence of worries, revolving around self-esteem and threats to security

Develops a sense of values

- Tests and questions attitudes, values, and belief systems (which may result in conflict)
- Takes strong cues from adult role models about acceptable behavior
- Understands the reasons for rules and behaves according to them
- Begins to make value judgments about own behavior; sets standards for self; accepts responsibility for behavior
- Develops a sense of self
- Conforms to sex role
- Achieves personal independence
- Is aware of the importance of belonging
- Can do things independently inside and outside the home

8-10 Years

Develops thinking skills

- Is capable of prolonged interest; often making plans and going ahead on own
- Sees similarities between two things
- Applies logical thought to practical situations
- Begins to understand the relationship between cause and effect
- Understands concept of money and can make change correctly
- Understands concept of time; has ability to plan ahead

Develops language skills

- May vary greatly from others in reading abilities and language skills
- Uses language to exchange ideas; spends much time in talk and discussion
- Begins to use more abstract words
- May use slang and profanity

Develops physically (girls ahead of boys and begin adolescent growth spurt toward end of this period)

- Has high energy level; needs opportunities for physical activity
- Takes responsibility for personal hygiene
- Gives importance to physical skills in peer status and self-concept

11-13 Years

Works and plays with other children

- Looks to peers as source of behavior standards and models
- Conforms to role assigned by group, sometimes rigidly
- Has concern for one's sexual role; actively seeks information from peers (boys' and girls' interests more divergent)
- Enjoys team games
- Probably has crushes and hero worship for same and opposite sex
- Exhibits social amenities (girls more than boys)
- May have boisterous behavior (created by self-consciousness)

11-13 Years

Works and plays with other children

- Has interests in opposite sex (girls more interested in boys than boys in girls)
- Is faced with decisions regarding use of alcohol and drugs
- Is influenced by peer group

Adjusts to school

- May feel confused and frightened by new school setting; sees it as more complex and impersonal than elementary school
- Begins to question school authority and is occasionally opposed
- Has a variety of social experiences with school as the major setting

Develops emotionally

- Tends to lack self-confidence and may be self-conscious, shy, introspective
- Worries about others' opinions—primarily peers
- Is sometimes moody and unpredictable but has emotional outbursts less frequently
- May be intolerant of others' apparent differences
- Needs adult affection, although may react by rejection or ambivalence
- Experiences emotional stress with physical changes

Develops a sense of values

- Achieves a masculine or feminine role
- Begins to learn one's role in heterosexual relationships
- Sometimes rebels in seeking self identity
- Develops self-concept along with bodily changes

11-13 Years

Develops thinking skills

- Makes the transition from concrete to abstract thinking; uses abstract words in a discriminative and selective manner
- Begins to do independent, critical thinking
- Can apply logic to solving problems; thinks inductively
- Can solve problems by considering alternatives

Develops language skills

- Should have adequate command of spoken and written language
- Needs adequate language skills for academic achievement and interpersonal communication
- May facilitate self understanding through discussion of feelings in a group

Develops physically

- Has improved motor development and coordination, especially for boys who excel in physical achievement (Boys begin adolescent growth spurt. Adolescent growth spurt at peak for girls, with changes in body proportions; may result in awkwardness in handling a rapidly changing body. Pubescent stage for girls: secondary sex characteristics continue to develop, breasts develop, and menstruation begins)
- May have more positive self-concept with early physical maturing

SOCIAL DEVELOPMENT WITHIN THE FAMILY

3-4 Years

Is provided sex role models by parents

Derives self-esteem and sense of security primarily from parental attitudes

Needs adult direction for physical safety

Learns family expectations with regard to control of aggression, achievement, degree of independence

Is able to express caring behavior toward others

Is interested in and able to do small chores around the home

Begins to learn to take direction and follow rules

Is energetic to the point of adult exhaustion

Tests limits set by others

Begins to have strong feelings for family and home

5-7 Years

Has expectancies for sex roles as communicated by parents (These expectancies may or may not be typical.)

Faces many new demands upon entering school; e.g., the ability to function independently is severely tested

8-10 Years

Is influenced in school achievement through parental guidance and support

Expands interests and activities outside the home (Parent commitment and involvement play an important role in this expansion.)

Is assisted by parents in assuming personal and social responsibility

11-13 Years

Needs opportunity to make decisions

Is influenced less by parents on behavior outside the home

Needs parents for development of values (Child's occasional negativism or rebellion does not diminish the importance of parents for this development.)

LANGUAGE ARTS
Kindergarten

I. Listening and Speaking

A. Listen attentively to
   1. Stories
   2. Directions and announcements
   3. Experiences described by other children

B. Follow a one-, two-, or three-step direction given orally for movement activities

C. Follow a one-step direction given orally for paper/pencil activity

D. Supply a missing word to complete a sentence given orally

E. Speak in complete sentences when appropriate

F. State needs and ideas

G. Describe a personal experience, with teacher guidance, relating the important events and their sequence

H. Keep to the topic when sharing experiences

I. Take turns when participating in a conversation or group discussion

J. Retell stories, with teacher guidance, relating important events and their sequence

K. Recall specific information from a story read orally or presented in other media

L. Relate personal experiences to stories read orally or presented in other media

M. Predict a possible outcome for an incomplete story read orally

N. Demonstrate an understanding of basic vocabulary for the following: (vocabulary words can be found on page 22 of POS)

1. space	8. sounds
2. size and volume	9. dimension
3. quantity	10. comparison
4. color	11. taste
5. weight	12. texture and composition
6. shape	13. order
7. temperature	14. time

O. Describe an object giving three or more of the following characteristics:

1. name	4. dimension	7. texture
2. color	5. shape	8. composition
3. size	6. use (function)	9. major parts

II. Literature and Dramatic Arts

A. Recognize that a story has a title and is written by an author

B. Listen to and discuss many types of stories and poems presented in a variety of media

C. Tell own feelings about a story

D. Retell familiar stories read by the teacher

E. Repeat familiar nursery rhymes

F. Supply words or phrases to complete familiar poems

G. Perform familiar fingerplays in a group

H. Participate in informal dramatizations using puppets

I. Role play familiar people and animals

III. Readiness for reading and writing skills

A. Discriminate likenesses and differences in the following:

1. pictures	4. upper case letters
2. geometric figures	5. lower case letters
3. line drawings	6. words

B. Sing or say the alphabet in sequence

C. Identify upper case letters presented in randomly ordered groups and named by the teacher

D. Name upper case letters presented in random order

E. Identify lower case letters presented in randomly ordered groups and named by the teacher

F. Name lower case letters presented in random order

G. Match upper and lower case letters

H. Identify familiar sounds in the environment which are produced on tape or out of view

I. Name words that rhyme or complete rhymes given orally

J. Indicate whether two words given orally begin with the same sound or different sounds

K. Name words which begin with the same sound as a key word given orally

L. State words which begin with the sound represented by a particular consonant letter

M. Identify the consonant letter(s) which represent(s) selected initial sounds of words given orally

N. Demonstrate understanding of the concept of a letter
   1. circle individual letters in words
   2. choose letters from a box of various items

O. Demonstrate understanding of the concept of a word by circling one or more words in a written sentence or paragraph

P. Demonstrate top-bottom and left-right orientation in reading and writing by pointing to words so that the teacher can read, following these directions

Q. Demonstrate understanding of the concept that words are composed of letters in a particular sequence

1. sequence letter cards to form words, using a model
2. trace or copy words
3. write name or other words from memory

R. Describe and discuss pictures

S. Tell a story about a picture

T. Select a picture which illustrates the main idea of a story heard

U. Give a name for a picture or story

V. Sequence a set of three or four pictures to illustrate a story heard

W. Sequence a set of three or more pictures to tell a story and describe each picture

IV. Beginning Reading

A. Identify own name in print

B. Read words on labels and signs in environment

C. Read repetitive jingles or rhymes

D. Match written labels with pictures and objects in the classroom

E. Select and look at books

V. Written Language

A. Write own first name

B. Dictate labels for pictures or objects

C. Dictate one or more sentences to describe pictures or objects

D. Dictate simple stories about own pictures

E. Dictate simple stories after sequencing a set of three or more pictures

F. Use capital letter at beginning of own first name

G. Pick up small objects with the thumb and finger and put them into a bottle

H. Manipulate cubes, pegs, beads, shoe laces, puzzle parts, math counters

I. Shape clay into simple forms such as balls, logs, pancakes

J. Use brushes, crayons, scissors

K. Control use of scissors to fringe, cut horizontally, and cut squares, and circles

L. Hold a pencil or crayon between thumb, index finger, and middle finger

M. Follow oral directions to trace, copy, draw, and write

N. Trace, copy, and draw horizontal lines using left to right strokes

O. Trace, copy, and draw vertical lines using top to bottom strokes

P. Trace simple dotted forms without lifting implement from the surface

Q. Trace, copy, and write own first name

R. Trace and copy some letters, numerals, and words

VI. Study Skills

A. Group and classify objects and pictures

B. Locate materials in classroom such as story books and supplies

C. Identify within a book where to begin reading

D. Locate easy book section in the library

E. Use book checkout and return system with assistance

F. Care for books and materials

G. Begin graphing and interpreting data by constructing a pictograph using cutouts or objects

H. Locate designated places such as home, land, and water on model or map

*Tested in POS
_ Not Taught in Houghton-Mifflin

READING PROGRAM OF STUDIES OBJECTIVES

K	1	2	3	4	5	6	Comprehension	
K	1	2	3	-	-	-	I.	Retell stories or selected parts of stories
-	1	2*	3	-	-	-	II.	Respond to oral or written questions concerning fiction and non-fiction material
-	1	2*	3*	-	-	-		A. Recall details including who, what, when, where, how, and why
-	1	2*	3*	-	-	-		B. Recall sequence of events; arrange sentences in order to indicate story
-	1	2*	-	-	-	-		C. Identify cause and effect relationships
-	1	2*	3*	-	-	-		D. Draw conclusions or make inferences based on information stated
-	-	-	3*	-	-			E. Recall details to support judgments
-	-	2*	-	-	-	-		F. Identify the main idea from a selection of several written statements
-	-	2	-	-	-	-		G. Identify whether a reading selection is fact or fiction
-	-	-	3*	-	-	-		H. Identify a stated or implied main idea in fiction and/or non-fiction material
-	-	2*	3*	-	-	-		I. Interpret figurative language through the use of context clues
-	1	2	3*	-	-	-	III.	Locate information in written material
-	1	-	-	-	-	-	IV.	Follow oral and written directions
-	-	2	3	4*	-	-	V.	Read and carry out three- or four-step written directions independently
-	1	2*	3*	-	-	-	VI.	Use punctuation marks to assist in comprehension
-	1	2*	3*	-	-	-	VII.	Identify the word or words to which pronouns refer
-	1	2	3				VIII.	Select books appropriate for own reading level
-	1	-	-	-	-	-	IX.	Read orally for personal enjoyment and audience appreciation; practice reading orally prior to reading for others
-	-	2	3	-	-	-	X.	Read orally with increasing fluency and expression
-	-	2	3	-	-	-	XI.	Relate personal experiences to selections read
							Word Recognition	
-	1	2	3	-	-	-	I.	Demonstrate knowledge of the reading vocabulary presented through the basal reading text and other instructional activities
-	-	-	3	-	-	-		A. Read all words from the Dolch list in context
-	-	-	3	-	-	-		B. Read abbreviations: Mr., Mrs., Dr., days of week and months of year

K	1	2	3	4	5	6	Word Recognition	
-	1	-	-	-	-	-	II.	Identify unknown words by using both the meaning of the sentence/passage and knowledge of the sounds represented by initial single consonant letters, digraphs and clusters
-	1	-	-	-	-	-	III.	Apply knowledge of the sounds represented by consonant letters, digraphs, and clusters in the final position to assist in reading unknown words in context
-	-	2*	-	-	-	-	IV.	Apply knowledge of the sounds represented by consonant digraphs and clusters in medial and final positions to assist in reading unknown words
							V.	Read unknown words, using both the meaning of the sentence/passage and knowledge of the sounds usually represented by:
-	-	2*	3*	-	-	-		A. Consonant letters, clusters, and digraphs in initial, medial, and final positions
-	-	2*	3*	-	-	-		B. Variant sounds represented by consonant letters in the initial, medial, and final positions
-	1	2	3*	-	-	-	VI.	Apply knowledge of vowel sounds and the letters which represent them to assist in reading unknown words in context
-	1	2*	3	-	-	-	VII.	Read compound words in context, using knowledge of the component words and the meaning of the sentence
							VIII.	Read in context words made up of known root words to which affixes have been added
-	1	2	3*	-	-	-		A. Plurals
-	1	2*	3*	-	-	-		B. Verb Endings
-	-	2*	-	-	-	-		C. Comparative and Superlative Endings
-	-	2*	3*	-	-	-		D. Prefixes and Suffixes
-	-	2*	3*	-	-	-		E. Singular and Plural Possessives
-	1	2*	3*	-	-	-	IX.	Read contractions in context
-	-	2	3*	-	-	-	X.	Apply knowledge of syllabication and letter-sound relationships to assist in reading unknown words in context
-	1	-	-	-	-	-	XI.	Read simple antonyms, synonyms, and homonyms in context
-	-	2*	3*	-	-	-	XII.	Read and identify in context words which are antonyms, synonyms, and homonyms
-	-	2	3	-	-	-	XIII.	Read and identify words in context which are homographs
-	1	2*	3	-	-	-	XIV.	Read and identify in context words which have multiple meaning

*Tested in POS
_ Not Taught in Houghton-Mifflin

K	1	2	3	4	5	6		
							Literal and Interpretive Comprehension	
-	-	-	-	4	5	6	I.	Relate personal experiences to selections read
-	-	-	-	4	5	6	II.	Select and read books appropriate for own reading level and in areas of personal interest
-	-	-	-	4	5	6	III.	Identify stated or implied main ideas
-	-	-	-	4*	5*	6*	IV.	Recall or locate significant details, including who, what, when, where, how and why
-	-	-	-	4*	5*	6*	V.	Recall the sequence of events
-	-	-	-	4*	5*	6*	VI.	Identify cause and effect relationships
-	-	-	-	4	5	6	VII.	Visualize, or picture mentally, characters, settings, and events; describe and discuss the images evoked
-	-	-	-	-	-	6	VIII.	Interpret comparisons and contrasts
-	-	-	-	4*	5*	6*	IX.	Predict outcomes and make inferences
-	-	-	-	4	5	6	X.	Draw conclusions
-	-	-	-	4*	5*	6	XI.	Interpret figurative language through the use of context clues
-	-	-	-	4	5	6	XII.	Interpret idioms
-	-	-	-	4*	-	-	XIII.	Use punctuation marks to assist in comprehension
-	-	-	-	-	5*	6	XIV.	Use punctuation marks to assist in comprehension; demonstrate the correct interpretation of punctuation marks in oral reading
-	-	-	-	4*	5*	6	XV.	Identify the word or words to which pronouns and adverbs refer
-	-	-	-	-	-	6	XVI.	Use patterns of organization to assist in comprehension
-	-	-	-	-	-	6		A. Read sentences containing idioms and discuss their meanings
-	-	-	-	-	-	6*		B. Identify purposes for which paragraphs may be written: to introduce a topic, to explain an idea, to provide a transition from one idea to another, or to summarize information
							Evaluative Reading	
-	-	-	-	4*	5	-	I.	Distinguish between fact and fiction; cite evidence to support judgment
-	-	-	-	4	5	-	II.	Distinguish between realistic and fanciful fiction
-	-	-	-	4	5*	6*	III.	Distinguish between fact and opinion
-	-	-	-	4	5	-	IV.	Locate information which indicates an author's point of view, or opinion, about a topic
-	-	-	-	-	-	6	V.	Determine the author's point of view and/or purpose

K	1	2	3	4	5	6		
							Evaluative Reading	
-	-	-	-	-	-	6	VI.	Determine the author's qualifications for writing a particular story
-	-	-	-	-	-	6	VII.	Evaluate selections for credibility
-	-	-	-	-	-	6	VIII.	Identify and discuss specific propaganda techniques used to sway opinion: bandwagon, testimonial, transfer, repetition, emotional words, and glittering generalities
							Word Recognition	
-	-	-	-	4	5	6	I.	Demonstrate knowledge of the reading vocabulary presented through the basal reading text, content materials, and other instructional activities
-	-	-	-	4*	5	6	II.	Categorize words
-	-	-	-	4	5	6	III.	Read unknown words, using both the meaning of the sentence/passage and knowledge of the sounds represented by single consonants, consonant clusters, and consonant digraphs in initial, medial, and final positions
-	-	-	-	4*	5*	-	IV.	Apply knowledge of vowel sounds to assist in reading unknown words
-	-	-	-	4*	5*	6	V.	Identify the meanings of unknown words, using the context of the sentences in which they appear and knowledge of root words and affixes
-	-	-	-	4	5	6	VI.	Read contractions and compound words in context
-	-	-	-	4	5*	6	VII.	Apply knowledge of syllabication, letter-sound relationships, and accents to assist in reading unknown words in context
-	-	-	-	4*	5*	6	VIII.	Use context clues to identify the meaning of words
-	-	-	-	4*	5*	6*	IX.	Use the dictionary or glossary to determine the meaning or pronunciation of a word when no other method of word recognition has been successful
-	-	-	-	4	5	6	X.	Identify words which are antonyms and synonyms of given words in context
-	-	-	-	4	5	6	XI.	Interpret in context words which are homonyms (homophones)
-	-	-	-	4	5	6	XII.	Interpret in context words which are homographs
-	-	-	-	4*	5*	-	XIII.	Interpret in context words which have multiple meanings
-	-	-	-	-	-	6*	XIV.	Interpret in context words which have multiple meanings: select the appropriate dictionary or glossary definitions for words with multiple meaning
-	-	-	-	4	5	6	XV.	Interpret technical vocabulary

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_ Not Taught in Houghton-Mifflin

K	1	2	3	4	5	6	Word Recognition	
-	-	-	-	4	5	6	XVI.	Interpret words which have specialized meanings in certain contexts
-	-	-	-	-	-	6*	XVII.	Complete statements that require an understanding of simple analogous relationships
-	-	-	-	4	5	6	XVIII.	Recognize that oral reading is an effective means of communication
-	-	-	-	4	5	6	XIX.	Read orally for specific purposes
-	-	-	-	4	5	6	XX.	Select material for oral reading which is at own instructional or independent reading level
-	-	-	-	4	5	6	XXI.	Use enunciation, phrasing, and intonation for effective, fluent oral reading
-	-	-	-	4	5	6	XXII.	Understand that it is desirable to adjust the rate of silent reading for different materials and purposes
-	-	-	-	4	5	6	XXIII.	Adjust rate of reading, based upon the difficulty of the material and the purpose for which it is read
-	-	-	-	4	5	6	XXIV	Reread parts of a selection to clarify a point, to gain additional information, or for enjoyment